

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kiva Spiratos

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rossmoor Elementary School

(As it should appear in the official records)

School Mailing Address 3272 Shakespeare Drive

(If address is P.O. Box, also include street address.)

City Los Alamitos State CA Zip Code+4 (9 digits total) 90720-3842

County Orange County State School Code Number* 30739246029086

Telephone 562-799-4520 Fax 562-799-4530

Web site/URL http://www.losal.org/rosmoor E-mail kspiratos@losal.org

Twitter Handle @rosmoorknights Facebook Page https://www.facebook.com/pages/Rossmoor-Elementary-School/110575358996429 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Sherry Kropp, Ed.D. E-mail: skropp@losal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Alamitos Unified School District Tel. 562-799-4700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Jeffrey Barke, M.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	85	70	155
1	66	52	118
2	73	54	127
3	48	48	96
4	51	42	93
5	53	70	123
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	376	336	712

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 8 % Asian
 - 2 % Black or African American
 - 25 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 55 % White
 - 8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	55
(4) Total number of students in the school as of October 1	712
(5) Total transferred students in row (3) divided by total students in row (4)	0.077
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 3 %
20 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Khmer (Cambodian), Korean, Rumanian, Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 12 %
 Total number students who qualify: 87

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 8 %
54 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3 Autism	0 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	2 Specific Learning Disability
0 Emotional Disturbance	48 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2003

PART III – SUMMARY

Rossmoor Elementary School, home of the Rossmoor Knights, is located in a suburban area of north Orange County, California. Rossmoor is one of six elementary campuses, among ten schools, in the Los Alamitos Unified School District. The Rossmoor student body has 712 students, residing in the communities of Rossmoor, Los Alamitos, Seal Beach, Long Beach, and up to 10 neighboring cities. Rossmoor opened in 1958 and currently serves kindergarten through fifth grade. There are 27, K-5 classrooms, preschool, transitional kindergarten, media center, music room, and an extended day care program. Rossmoor was recently modernized in 2011 through a District general obligation bond, and now is an enhanced facility supporting the safety, structural, and technology needs for a 21st century classroom.

Rossmoor's vision and mission statement is to Ignite Unlimited Possibilities for All Students! To achieve this goal, the staff and community build upon each student's individual, academic, social, and physical talents and use these strengths to close the achievement gap. Our mission is to move ALL students to proficient or advanced on multiple performance assessments and to prepare our children for college and career readiness. The Rossmoor team believes, and knows, based upon current data analysis and assessment evidence, that ALL students CAN learn, and it is our responsibility to find the successful strategy for EVERY child to grow and achieve. Stakeholders support this mission statement by participating in our administrative philosophy of shared leadership between site principal, teachers, and our parent groups composed of PTA, School Site Council, and the non-profit fundraising organization, Friends of Rossmoor. Together, these parties collaborate to support our best practices that move Rossmoor forward.

Rossmoor's diverse ethnic population is made up of 1% American Indian, 1% Pacific Islander, 2% African American, 8% two or more ethnicities, 8% Asian, 25% Hispanic or Latino, and 55% Caucasian. Diverse languages represented within the student population include Greek, Cambodian, Korean, Rumanian, Russian, Spanish, and Vietnamese. Rossmoor has 8% of students with identified disabilities, 12% identified as low income, and 3% identified as English Language Learners.

Rossmoor has a tradition of consistent academic growth. In the past, Rossmoor earned a National Blue Ribbon award in 1997 and 2003; followed by two California Distinguished School awards in 2008 and 2012. Currently, Rossmoor's strength is closing the achievement gap. In today's context, Rossmoor's diversity, students at risk, and children with economic and emotional struggles increase each year. Proudly, Rossmoor's excellent academic instruction, social/emotional support, and loving community, continue to promote evidenced based success with children who struggle.

Over the past ten years, Rossmoor's data shows continual growth in student performance and closing the achievement gap. Beginning in the year 2001 with the introduction of the California Academic Performance Index (API) Rossmoor has grown from a starting API score of 851 to our current 2013 score of 968. This is a 117 point growth in 10 years!

This steady success has transformed our school to expect excellence for all learners. The instructional culture at Rossmoor also expects teacher collaboration with our best practices that promote student achievement. As a collaborative team, the school focuses deeper on successful instruction, polishing our craft through professional development, and educating our parent community on these best practices in order to enrich our home/school connection. Our six best practices are evident and threaded within every Rossmoor classroom kindergarten through grade five.

Rossmoor has three definitive strengths that make the school worthy of National Blue Ribbon recognition. First, Rossmoor has an evidenced school culture of collaboration among all team members. Our student success is achieved and sustained through the practice of structured collaboration planned within the school week. The Rossmoor grade level teams meet during the school day, multiple times per week, to analyze student assessment and base daily instruction on student's needs.

Second, Rossmoor has six best practices evidenced in EVERY classroom. These practices spiral with depth and complexity as students advance grade levels. All Rossmoor professional development supports our six best practices and polishing the instructional craft to execute these strategies.

Third, the Rossmoor parent community goes above and beyond all expectations to participate in the classrooms and support our best practices. All fund raising efforts and volunteers in the classroom focus on the support and sustainability of our best practices. Rossmoor practices the Jim Collins "Good to Great" philosophy of establishing a "culture of discipline" where all Rossmoor staff and community understand that our researched best practices inspire and support our student success; therefore we diligently continue to better the instruction that achieves results!

The Rossmoor Knight pride is alive on our campus and in our community. We are a team of educators and community members who love and nurture all students to learn academically and grow as future leaders.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Ending in the spring of 2013 (due to the adoption of the Common Core, Smarter Balanced Assessment), all California schools participated in the administration of the California Standardized Testing and Report Program, (STAR). One component of the STAR testing system that measures academic achievement for all California schools is the California Standardized Test (CST). In elementary schools, the purpose of the CST exams are to measure the annual progress for student's mastery of the California Content Standards.

In second and third grade, students test in English Language Arts and Math. In fourth grade, students test in ELA, Math, and complete a writing proficiency exam. In fifth grade, students test in ELA, Math and Science.

Student's scores range on a scale from 150 to 600, with 150 being Far Below Basic and 600 being a perfect advanced score. Scores fall into performance bands labeled: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. California schools strive for all students to achieve and sustain the levels of proficient or advanced in all testing subjects.

Another measurement for California schools is the Adequate Yearly Progress (AYP) where significant sub-groups consisting of ethnicities, English Learners, Free and Reduced Lunch, and children with special needs make continual progress each year, demonstrating growth toward mastery of the California Content standards.

The five-year data report for Rossmoor from 2009 to 2013 demonstrates a consistent record for closing the achievement gap for populations that have historically been underserved, especially for our Hispanic population.

English Language Arts

Over the last five years, third grade ELA scores have slightly improved. In 2009, 75% of students were proficient/advanced and, in 2013, 77% of students scored proficient/advanced. Data analysis shows that we continue to struggle with the Writing Strategies and Written Conventions clusters on the CST. However, the Comprehension and Literary Response/Analysis clusters remain strong at 83% and 91%, respectively, and the number of students scoring advanced has increased from 37% in 2009 to 40% in 2013. Our Hispanic sub-group is scoring 71% proficient/advanced, a gap that we are working hard to continue closing. Moving forward, we realize that we must improve in Writing Strategies (including research skills and grammar) and Written Conventions in the coming years.

Third grade ELA scores establish a foundation and the students soar with achievement in fourth and fifth grade ELA. In 2009, fourth grade students scored 88% proficient/advanced, with 63% of this group advanced. By 2013, fourth grade performance had increased to 95% proficient/advanced with 72% of students scoring advanced! Additionally, we are very proud of the progress that our Hispanic sub-group has made. In 2009, 80% were proficient/advanced (55% advanced) JUMPING to 90% proficient/advanced (70% advanced) in 2013!

In fifth grade ELA, the 2009 students scored 81% proficient/advanced with 47% advanced. By 2013, the students steadily increased to 91% proficient/advanced with a growth to 63% advanced. Our Hispanic demographic shows the most significant increase, going from 54% proficient/advanced in 2009 and STEADILY GROWING to 95% in 2013!

Rossmoor is aware of our struggle in third grade Writing Strategies and Written Conventions and we continue to work diligently to improve in these areas. Data shows consistent growth closing the achievement gap in all ELA strands as students move into fourth and fifth grade. Rossmoor attributes this continual achievement to one of our best practices, Reading and Writing Workshop, modeled by the Lucy Calkins units of study from the Teacher's College. Rossmoor researched and adopted these practices between 2007

and 2009. We use Reading and Writing workshop in each of our classrooms kindergarten through fifth grade and each year focus our professional development to improve this craft.

Mathematics

In math, the Rossmoor trend of closing the achievement gap surpasses our success in ELA. In 2009, third grade students scored 86% proficient/advanced, with only 54% of this group advanced. Additionally, our 2009 Hispanic population scored 84% proficient/advanced, with 55% of is group advanced. By 2013, third grade students achieved 94% proficient/advanced, with 82% advanced; our Hispanic population JUMPED to 95% proficient/advanced with 87% advanced!

The fourth grade team continued the success pattern in math for Rossmoor students. In 2009, fourth graders scored 81% proficient/advanced, with 47% advanced. Our Hispanic population was strong in math too, with 95% scoring proficient/advanced. By 2013, fourth grade closed the achievement gap and had 98% of our learners proficient/advanced with 72% advanced. For our Hispanic population, Rossmoor reached perfection with 100% of our Hispanic fourth grade learners achieving proficient/advanced in math, with 87% of the Hispanic students advanced!

In fifth grade math, extremely high achievement remains the norm. In 2009, our fifth grade scored 81% proficient/advanced, with 47% being advanced. Our Hispanic population was 54% proficient/advanced, with 31% advanced. By 2013, fifth grade scored 91% proficient/advanced with 69% advanced, and our Hispanic performance grew each year to 95% proficient/advanced!

Rossmoor has two best practices we attribute our success to in mathematics. The first is Cognitively Guided Instruction, CGI, a constructivist problem-solving approach we begin implementing in pre -school, transitional kindergarten and regular kindergarten. Second, all classrooms practice math wall, which is a daily review of the seven math strands that the children are continually exposed to in order to maintain their skill level all year long as they progress through the structure units.

2. Using Assessment Results:

Rossmoor gathers student performance data through multiple assessments. First, teachers use the California Standardized Test, CST, to gain a snap shot of the student progress upon entering the next grade level. This information begins the process to structure our flexible Response-to-Instruction, RtI, instructional rotations for reading and math.

Three times per year, Rossmoor administrates our grade level benchmark assessment. This is an end of the year assessment, given three times per year, to measure the progress toward mastery of the determined grade level standards. Los Alamitos provides collaboration time for District wide grade level teams to analyze the pacing of student success and share ideas to better instruction among schools. The student performance on the benchmarks also contributes to our flexible grouping rosters. Students ebb and flow among our flexible instructional groupings.

Each trimester, teachers administer a grade level problem solving assessment and on-demand writing assessment. This is another measure to determine the growth of student progress to implement skills taught.

Weekly, Rossmoor uses a school site created math spiral assessment called “Math Fitness Strands” which is a progress monitoring assessment measuring the work students achieve each week from our math wall instruciton. The math strands assessment has seven challenges, focusing on the strands of mathematics: number sense, algebra and functions, measurement, geometry, data and statics, and problem solving. Each week during our PLC collaboration time, this assessment gives our teachers immediate feed back on areas of math needing attention the next week.

In Reading and Writing Workshop, teachers keep anecdotal notes as result of student conferencing. This data directs the instructional goals for reading strategy groups and writing conferences.

Rossmoor's formal reading assessment is Fountas/Pinnell and we conduct running records multiple times per year to isolate fluency skills needing to be addressed. From this measure, Rossmoor creates a Tier 2 intervention program working with students to improve decoding skills, comprehension skills, fluency rate, and word meaning skills.

Rossmoor practices flexible reading and math groupings and based upon our assessment data we create four to six week intervention groups within each grade level to support deficit skills in reading and math.

Student progress is shared with parents through multiple methods. First, Rossmoor has an online grading system, Aeries, which provides a parent access portal. Grades are mandated to be uploaded every two weeks allowing parents to view missing assignments and grade status. Second, each Rossmoor teacher is provided a personal laptop and tablet with the expectation to communicate weekly with parents. Each teacher has the capability of hosting a class website where information and assignments are posted.

Los Alamitos believes in consistent parent communication. We initiate continual informal communication via email and phone calls. Formal District wide communication is every six weeks beginning with a six-week progress report, the twelve-week parent conference for report card trimester report.

Rossmoor understands the key to student success is the triangle of communication between teacher, parent and students. We work with electronic and personal communication to ensure this bond is seamless throughout the entire year.

3. Sharing Lessons Learned:

Rossmoor PRIDES itself on the shared practice of collaboration within and beyond our school site. Rossmoor fundamentally believes and practices a teamwork philosophy and we work efficiently sharing our findings for success with our Rossmoor, District, and neighboring colleagues.

First, Rossmoor builds collaboration time into our week. During these hours the staff follows the principles of the PLC and using assessments, focuses conversation on identifying instructional approaches that motivate children and promote learning.

Annually, the Rossmoor principal writes a grant to the Cotsen, Art of Teaching Foundation asking for funds to support half-day release time for all grade levels to meet three times per year, in addition to their weekly collaboration, to plan instructional strategies into their curriculum units. During these meetings teachers from other school sites are invited, including our District TOSA mentors who offer their expert input.

Los Alamitos has four annual District wide grade level meetings. At these meetings the structure is for Rossmoor teachers to collaborate with District colleagues and share successful findings and seek support in areas of frustration. In addition, the District Benchmark share-out meetings (which occur three times per year) are another time to take advantage of conversations with colleagues.

Rossmoor is a Reading and Writing Workshop school. The site administrator believes in an open door policy and reaches out to her elementary principal colleagues inviting any teacher interested in learning about Workshop to come and observe Rossmoor. Each Rossmoor grade level has multiple teachers designated to conduct demonstration lessons to colleagues. Teachers from our five other elementary schools take advantage of this opportunity and Rossmoor hosts multiple site visits for Los Alamitos administrators and teachers. In addition, Rossmoor hosts visits for faculty in our neighboring districts to expose them to our researched best practices.

In 2010 and 2011, the Rossmoor principal wrote two District grants funding \$36,000 to train interested teachers from all Los Alamitos school sites in Reading and Writing Workshop. These grants have resulted in over 100 teachers participating and learning the best practice of Workshop to take back to implement in their classrooms.

Finally, the Rossmoor principal organizes the District Elementary K-5 Summer School program. Using this setting, she exposes all summer school instructors to the best practices of Reading and Writing Workshop, Math Wall, CGI and depth and complexity prompts. This context is another method to share successful findings and best practices beyond Rossmoor.

4. Engaging Families and Community:

Rossmoor understands the key to student success is the strong communication and bond between the school, parents and community. Parents need to understand the instructional philosophies, practices, and methods of intervention they will be exposed to, in order to bridge the learning from the classroom to home, and close the achievement gap.

At Rossmoor, engaging families into the Rossmoor culture begins before kindergarten. At Kindergarten registration, we add families to our Monday Message email distribution list, so parents are immediately involved in our school news, events, and celebrations. In our newsletters and Monday Messages, we advocate our culture of excellence, and our school motto to STAND UP for Myself, STAND UP for my Friends, and STAND UP for What is Right. We invite incoming parents to our spring carnival and campus family events, which builds a welcoming culture to our incoming families of all grade levels.

The day before kindergarten begins we have an orientation for parents. This is where we introduce parents to our six best instructional practices and front-load information regarding the learning they will see over the next six years. This builds the foundation of what parents should expect to see each year in our classrooms as students progress.

From the first day of volunteering in kindergarten, to their last day of volunteering in fifth grade, parents participate in supporting our best practices in each of the classrooms. We host author's celebrations where family members are invited multiple times per year to hear student's written publications. Parents assist with our Reading Workshop conferences, our Writing Workshop process, and our use of technology in the classroom. Parents use our Media Center in the morning with their children to take AR comprehension quizzes, and practice ST Math intervention.

Annually, Rossmoor hosts a family science day or science faire where over 700 participants attend and rotate through our classrooms conducting experiments, launching rockets, and exploring physical, earth, and life science.

Every Friday morning, the Rossmoor principal hosts a 30 minute spirit assembly. Over 70 parents participate with the children each week. During this time Rossmoor celebrates, reflects, and make goals for the next week. Students receive awards, act out skits supporting our anti-bullying campaign, and parents speak to children about their careers. This opportunity is used to highlight the amazing parent talent we have at Rossmoor, and build leadership expectations in our Rossmoor Knights.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum

At Rossmoor, the California Academic Content Standards provide the foundation for our core curriculum. In 2012-2013, the Los Alamitos Unified School District began transitioning to the California Common Core Standards using the existing State adopted text as a foundation and our best practices to meet Common Core expectations.

Los Alamitos adopted Houghton Mifflin, a K-5 comprehensive language arts program aligned with the California State Standards. This curriculum is supported with our best practice of Reading Workshop and units of study focusing on the common core opinion, informational, and narrative writing. At-risk students are supported by an additional curriculum, Read Naturally. English Learners (EL) are supported by Houghton Mifflin EL materials, and Hampton-Brown's Avenues. Enrichment supports for grammar and vocabulary include Royal Fireworks Press Caesar's English and EPS's Wordly Wise to elevate student vocabulary.

In mathematics, Los Alamitos adopted Houghton Mifflin, which is aligned with the California Standards for K-5 Mathematics. Houghton Mifflin builds conceptual understanding, develops logical reasoning, and promotes problem-solving. Rossmoor enhances math by practicing the constructive philosophy of Cognitively Guided Instruction, CGI, and math wall, where children are solving problems daily in the areas of algebra, functions, measurement, geometry, data, statistics and number sense/logical reasoning. In addition, as we transition into common core, Rossmoor is piloting Engage NY common core math units.

Los Alamitos adopted Harcourt Brace Reflections Social Science curriculum for grades K-5. In addition, our teachers support this program with realistic fiction interactive read-alouds, novel studies, and the use of our 1:1 Chromebooks and iPads to conduct research. The Dr. Sandra Kaplan Depth and Complexity prompts help us delve deeper into the details, patterns, trends, and impact of the social science curriculum. Grade levels participate in living history experiences including a visit to a printing museum, family heritage museums, the San Juan Capistrano California mission, and an all day trip to Sacramento, the State capitol.

The adopted Science curriculum is Scott Foresman. The California standards based curriculum offers a comprehensive approach that incorporates the teaching of investigation and experimentation skills. In addition, Rossmoor hosts a family science day funded by our PTA. On this Saturday, Rossmoor opens its campus to over 700 participants for a five-hour event, encompassing 30 experiments supporting life, physical, and earth science. Students participate in living science events including: the El Dorado nature center, the Clark Park dinosaur excavation center, the Downey Space Center, dissecting an ocean squid, and a five day Outdoor Science Camp.

Los Alamitos supports the performing and visual arts through our music curriculum and parent sponsored Meet the Masters art program. Rossmoor has a 50% music teacher who provides vocal music instruction, recorder and keyboarding to the children. Our PTA sponsors Meet the Masters which is a visual arts curriculum where students study five artists throughout the year and create a grade appropriate project in the likeness of the artist using a variety of mediums.

The California standards for physical education consist of 200 minutes of mandated physical education activity per 10 instructional days. Los Alamitos adopted the Flaghouse, CATCH Physical Education curriculum providing developmentally appropriate, skills based, physical activities for our students.

Teaching healthy lifestyle choices is a focus at Rossmoor. Teachers incorporate our drug prevention program, Too Good for Drugs, and our anti-bullying curriculum, Too Good for Violence, in grades K-5. In addition, Rossmoor's school motto is I am a Rossmoor Knight! I STAND UP for myself, I STAND UP for my friends, and I STAND UP for what is right! Rossmoor Knights are heard chanting this motto throughout their day to influence making positive choices.

Additionally, the Los Alamitos Educational Foundation, LAEF, offers after school foreign language classes in Spanish and Mandarin. Students register for multiple language classes throughout the year in grades K-5. LAEF works in partnership with the District to provide multiple foreign language opportunities.

Rossmoor has 100 student computers, 120 classroom iPads, and 240 classroom Chromebooks. These devices support keyboarding, research skills, and collaborative student technology projects including imovie, PowerPoint, google docs, and other interactive activities. All classrooms are equipped with a short throw projector, teacher laptop, teacher iPad, network printer and high-speed internet connection capable of all students accessing wireless at the same.

2. Reading/English:

Los Alamitos adopted the Houghton Mifflin balanced literacy curriculum aligned to the California academic content standards. Rossmoor enhances this curriculum with the Teacher's College, Reading and Writing Units of Study authored by Lucy Calkins. Reading and Writing Workshop are two of Rossmoor's best practices and support the California content standards in addition to meeting the rigorous depth of knowledge comprehension and connections required in the California Common Core State standards.

The successful instructional methods of Workshop create the environment of balanced literacy by using interactive read-aloud, shared reading, guided reading, word study, independent work, student conferring, shared writing and independent writing. In Reading Workshop, interactive read-alouds involve fiction and non-fiction texts where the teacher models aloud with the children the metacognitive, strategic, thinking behaviors of a strong reader. Students apply these strategies in shared close reads of passages with the teacher. Reading Workshop incorporates guided reading for primary grades where phonics and decoding strategies are practiced, then applied during the independent and partner reading block. With Reading Workshop students are engulfed in leveled readers, novels, journaling, reading partnerships and reading conferences. These elements have directly closed the achievement gap with reading at Rossmoor.

Writing Workshop units of study compliment Reading Workshop. Reading units titled "Following Characters into Meaning" is taught in tandem with the Writing Workshop narrative unit of study focusing on character development. The historical fiction and non-fiction reading workshop unit is taught in tandem with writing workshop information and opinion writing.

In Workshop, emphasis is placed on giving students choice. Students choose topics of interest in writing, and choose just-right-books of high interest to read and apply mini lesson strategies. This builds a passion for reading and writing in our students.

When teachers identify areas of struggle in students, our Tier 2 interventions are activated. Rossmoor builds a four-week, general education intervention reading clinic to support phonemic awareness, visualizing, word attack, decoding, and fluency offered in addition to our language arts block for students. Students are referred to the clinic for an area of deficit and intervention teachers focus on these literacy skills in a four-week rotation for 40 minutes daily. These flexible groups are assessed every four weeks.

For students needing reading enrichment, Reading Workshop partnerships, book clubs, conferring, and depth and complexity prompts support the extended thinking and depth of knowledge skills our talented readers are expected to apply to their reading and writing.

3. Mathematics:

Los Alamitos adopted the Houghton Mifflin mathematics curriculum aligned with the California Content Standards for grades K-5. In addition, Rossmoor implements in every classroom, our best practice of Cognitively Guided Instruction, CGI, which is researched out of the University of Wisconsin, and based on how students think mathematically.

Cognitively Guided Instruction, is an educational philosophy built on over thirty years of research (Fennema, Carpenter) and is applied to the content area of mathematics. It focuses on problem solving through a variety of fourteen problem types and multiple solution strategies. CGI is the process of understanding how children developmentally understand mathematics. Teachers use this knowledge to make decisions about scaffolding, differentiation, and instructional planning. For students, CGI promotes thinking, reasoning, analyzing, and encourages opportunities for children to evolve their problem solving methods as their number sense matures. CGI builds an environment where children construct their own knowledge, and the teacher is the coach prompting questions that guide students to find the solution.

For students, CGI successfully opens the world of mathematical thinking and number sense. Using manipulatives and sketching, students develop personal strategies such as direct modeling, counting on, and derived facts, to solve mathematical problems. For each CGI lesson, classroom teachers construct a single problem type that has been specifically chosen to meet the needs of the students. Differentiation of instruction is allowed through “number choices”.

First, a problem is presented to the students. As a class, important data within the problem is discussed. We call this “unpacking the problem”. Students are then directed to solve using any strategy that works for them. During the solving time, teachers are taking anecdotal notes and utilizing specific questioning strategies. Students make decisions using manipulatives; deciding when and how to use hundreds boards, base ten blocks, snap cubes and number lines. Teachers select students who can model specific strategies that will serve as a good teaching model. Students ask questions of each other and listen to the teacher expand student thinking through questioning techniques.

For enrichment, students are expected to use more “efficient” ways of solving or make connections that illustrate similarities and differences between strategies. The use of higher level thinking takes students beyond the grade level standards as students in the early primary grades explore groups of (multiplication), shared by (division) and negative vs. positive numbers.

4. Additional Curriculum Area:

In science, Rossmoor bases instruction on the California Science Standards adopted in the Scott Foresman curriculum. Our Rossmoor vision is to Ignite Unlimited Possibilities for our children and enrich their exposure to science content and inquiry. This vision is supported by classroom science experiments, our “Einstein To-Go” take home science kits, Family Science Day, school wide Science Fair, student science excursions, and Outdoor Science School.

The Scott Foresman science program offers multiple “hands on” science kits with each unit. The publisher supplies annual replenishment materials for the experiments. With funding support of our Rossmoor PTA, our lead science teacher has created original “Einstein To-Go”, take home science kits. These kits are teacher created, take home containers housed for check out in our Media Center. The kits are complete with simple, replenishable materials to conduct engaging experiments. Kits are checked out for one week, and a volunteer parent replenishes the items for the next user. Experiments include scientific areas of sink and float, tree rings, thermometer fun, solid to liquid to gas, balloon power, separating matter, building a lung, metabolic craters, color splash, parallel circuits, and rockets...just to name a few; supporting the areas of life, physical, and Earth science in engaging at-home activities.

On the alternating years of our Family Science Day, our lead science teacher organizes a science faire for all students in grade levels K-5 to participate. Incorporated into the science curriculum, students choose an area of interest and follow the scientific method for collecting data. We use our beautiful, grassy, quad area to display tables with hundreds of exhibits, and invite our parents and community members to circulate and view the projects for an entire day.

Rossmoor supports excursions for students to experience real-life scientific adventures. In first grade, students visit the Eldorado Nature Center focusing on our cities natural surroundings and conservation. In second grade, students adventure to the Clark Park dinosaur fossil dig. In third grade, students visit the

Downey Space Center. In fourth grade a parent veterinarian conducts seminars on dissection, and the children dissect individual ocean squids. In fifth grade, students attend a five-day Outdoor Science School in the San Gabriel Mountains. This camp concentrates on natural resources, recycling, conservation, and planetary sustainable resources.

Rossmoor strives to Ignite Unlimited Possibilities and build student interest in science, creating responsible future leaders and global advocates.

5. Instructional Methods:

Rossmoor builds multiple opportunities of differentiation into our daily instructional. In Reading and Writing Workshop, differentiation is supported through student conferencing. Teachers keep student anecdotal notes that drive each conference and set goals for reading and writing progress. In Workshop, students are paired with reading and writing partners at their peer level where they use the depth and complexity prompts to stimulate rich conversations and prove with evidence to support the teacher's literacy objective for the lesson.

In CGI, differentiation is imbedded within the number sets choices the teacher assigns to students to use for problem solving. The first number set is for at risk and approaching benchmark students who need a simple number set to ensure success and reinforce the strategy being taught. The second number set is assigned to support benchmark student success. The third number set selected for advanced learners and challenges the students to naturally discover an elevated problem solving math skill. Once the at-risk and benchmark students solves their problem successfully, they are instructed to solve the problem again, using the next rigorous number set. Our advanced learners are instructed to collaborate with a peer and demonstrate a second strategy, very different from their first problem solving strategy, to see the solution from another perspective.

Our depth and complexity prompts stimulate the most advanced thinking in our students. Dr. Sandra Kaplan's depth and complexity icons prompt students to communicate connections in the following areas: details, patterns, trends, big idea, multiple perspective, language of the discipline, impact, ethics, systems, change over time, proof, process, rules, origin, motive, judgment, context, contribution, and unanswered questions. Rossmoor classrooms are filled with these visual icon prompts to stimulate conversation in all curriculums and activate learning to the deepest level of understanding and connections.

Rossmoor embraces technology to support instruction. Classrooms have a short-throw interactive projector, document camera, surround sound amplification, 1:1 Chrome Books and iPad devices, teacher lap top, and teacher Ipad. Rossmoor uses technology to Ignite Unlimited Possibilities for creativity, collaboration, and innovation of student created projects, and collaborative online interactive projects. Technology supports our students with special needs by offering accommodations to type assignments, create speech to text writing, listening to audio books, practice with speech and learning apps, and more; creating endless technology opportunities to ensure ALL students are able to access core curriculum.

6. Professional Development:

Ongoing professional development is the key to continued instructional success. The Rossmoor team is comprised of one administrator, 27 teachers, and one 80% resource teacher. With a skeletal team, the need for collaborative instruction and professional development to enrich best practices is priority. In 2008, Austin Buffum Ed. D., an associate of Richard DuFour Ed. D, and the Solution Tree organization consulted with Los Alamitos Unified on the importance of focused professional learning communities. This research and success resonated with the Rossmoor team, and we found our motivation to Ignite Unlimited Possibilities for students through the collaborative conversations of a PLC and professional development focused on our best practices.

The Los Alamitos Unified Board of Education and District administrative team is a supporter of extensive professional development. Currently, we have five TOSA District specialists supporting grades K-12 in the

areas of: phonemic awareness and early literacy intervention, guided reading and balanced literacy, Cognitively Guided Instruction (CGI), Reading and Writing Workshop, and Educational Technology. The TOSAs are utilized by all teachers in the District. The Rossmoor principal sets the expectation for teams to meet with these instructional experts multiple times per year for demonstration lessons and collaboration.

In addition, Los Alamitos partners with Dr. Sandra Kaplan of USC, and her work with depth and complexity prompts. Dr. Kaplan's work focuses on the extension of learning to the richest Depth of Knowledge (DOK) thinking levels enabling students to make connections with information and apply the learning extent of a global impact.

Also, Los Alamitos has ongoing professional development with Thinking Maps. This eight piece graphic organizer set provides organizational and pre-writing support for all grades K-12.

In cooperation with the District, Rossmoor organizes and hosts summer professional development institutes for Reading and Writing Workshop. These three to four day workshops are open to all Los Alamitos teachers and administrators with sites supporting workshop. We also invite teachers from neighboring districts who express interest as well.

The Los Alamitos District administrators and principals plan professional development in tiers of expertise to differentiate the skill range of teacher craft to support beginning, proficient, and advanced levels of instruction. We structure this model so ALL teachers are engaged and motivated to enrich their instructional practice. Just as instruction is differentiated for students, so are the levels of professional development for our Los Alamitos teachers.

7. School Leadership

The Rossmoor leadership team truly involves the entire school, but the formal team is comprised of the principal, school office coordinator, custodian, grade level leaders, resource teacher, PTA president, and our Friends of Rossmoor president. These are the designated communicative voices that drive our vision and move Rossmoor forward.

The Rossmoor principal establishes the vision of Igniting Unlimited Possibilities for students, and working collaboratively to move our school forward, preparing students for college and career readiness. The Rossmoor principal is a servant leader. She has a "hands on" approach and is involved in every component of Rossmoor. The principal is in the parking lot managing our student drop off and after school pick up. She fluidly flows among all classrooms working in small groups with students, teaching, assisting with intervention, trouble shooting technology, building Ipad carts, building Chromebook carts, conducting reading fluency assessments, conferring with students during Workshop, and more. In addition the principal is out on the playground and monitoring the lunch line while engaging with children. The principal is constantly collaborating with parents and teachers. This enables the principal to have true pulse on the school and navigate the course of Rossmoor's development.

To support our instruction needs, Rossmoor staff volunteers for a shared leadership responsibilities. Rossmoor has a lead teacher for scheduling, science, technology, data management system, CGI, Math Wall, Reading and Writing Workshop and depth and complexity. These lead teachers support the principal with school management and the problem solving needs of their colleagues.

In conjunction with continual communication and observation of the classroom and campus needs, the principal has an established communication system with the campus leaders. She builds meeting time with her office coordinator and custodian to discuss office and site needs. Each Friday, grade level leaders submit a PLC conversation accountability reflection to share the points of the PLC meeting and the needs of the grade level team. In addition, the principal calls the grade level leaders into collaborative meetings.

Each Monday, the principal meets with the PTA and Friends of Rossmoor fundraising presidents.

Conversations focus on our parent/community events, parent suggestions, and discussing our school budget to directly supports our best practices and classroom instruction.

School Site Council is another governing body made up of the grade level leaders, classified staff, and parent representatives providing input. All leadership bodies work in concert to Ignite Unlimited Possibilities for students and move Rossmoor forward.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: ETS - STAR

Test: California Standards Test - Math

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	97	93	91	86
% Advanced	82	80	83	70	55
Number of students tested	93	120	84	98	112
Percent of total students tested	98	100	99	99	98
Number of students tested with alternative assessment	0	1	0	1	1
% of students tested with alternative assessment	0	1	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	86	93	94	83	86
% Advanced	67	83	81	52	50
Number of students tested	21	30	16	23	14
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	99	90	95	84
% Advanced	87	77	80	80	55
Number of students tested	63	69	51	56	74
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2013-14 was the first year that Rossmoor Elementary went over 10% for the free and reduced lunch population. From 2008-09 to 2013-13, the free and reduced lunch sub-group never exceeded 10% of the total school population. Students taking the alternative assessment took the California Modified Assessment, not CAPA.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: ETS - STAR

Test: California Standards Test - Math

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	96	93	77	91
% Advanced	87	72	78	47	66
Number of students tested	122	101	103	120	110
Percent of total students tested	100	98	100	98	99
Number of students tested with alternative assessment	1	1	1	4	1
% of students tested with alternative assessment	1	1	1	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	91	92	71	95
% Advanced	87	62	58	42	68
Number of students tested	30	21	24	24	19
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	97	96	93	74	88
% Advanced	85	67	86	44	62
Number of students tested	71	54	59	72	65
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2013-14 was the first year that Rossmoor Elementary went over 10% for the free and reduced lunch population. From 2008-09 to 2013-13, the free and reduced lunch sub-group never exceeded 10% of the total school population. In 2010, 3% of students in grade 4 took the CMA in Math. Although this is above the 2% mark, the school-wide total tested was never close to 2% of students tested.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: ETS - STAR

Test: California Standards Test - Math

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	88	85	76	76
% Advanced	69	54	66	38	45
Number of students tested	93	107	123	109	114
Percent of total students tested	100	100	98	99	100
Number of students tested with alternative assessment	2	0	5	2	5
% of students tested with alternative assessment	2	0	4	2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	90	84	84	72	69
% Advanced	47	44	56	28	39
Number of students tested	19	25	25	32	13
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	92	83	74	76
% Advanced	70	65	63	36	47
Number of students tested	54	60	71	53	78
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2013-14 was the first year that Rossmoor Elementary went over 10% for the free and reduced lunch population. From 2008-09 to 2013-13, the free and reduced lunch sub-group never exceeded 10% of the total school population. In 2009 and 2011, 4% of students in grade 5 took the CMA in Math. Although this is above the 2% mark, the school-wide total tested was never close to 2% of students tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: ETS - STAR

Test: California Standards Test - ELA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	77	82	87	75	75
% Advanced	40	44	50	45	37
Number of students tested	93	120	84	98	112
Percent of total students tested	98	100	99	99	98
Number of students tested with alternative assessment	0	1	0	2	3
% of students tested with alternative assessment	0	1	0	2	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	71	77	81	70	71
% Advanced	33	50	13	30	36
Number of students tested	21	30	16	23	14
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	78	84	86	79	78
% Advanced	41	41	57	50	39
Number of students tested	63	69	51	56	74
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2013-14 was the first year that Rossmoor Elementary went over 10% for the free and reduced lunch population. From 2008-09 to 2013-13, the free and reduced lunch sub-group never exceeded 10% of the total school population. In 2009, 3% of students in grade 3 took the CMA in ELA. Although this is above the 2% mark, the school-wide total tested was never close to 2% of total assessed population.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: ETS - STAR

Test: California Standards Test - ELA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	90	89	87	88
% Advanced	72	71	71	68	63
Number of students tested	122	103	103	120	111
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment	1	2	2	6	2
% of students tested with alternative assessment	1	2	2	5	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	90	82	88	79	80
% Advanced	70	46	63	54	55
Number of students tested	30	22	24	24	20
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	97	91	93	90	89
% Advanced	70	76	76	72	60
Number of students tested	71	55	59	72	65
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2013-14 was the first year that Rossmoor Elementary went over 10% for the free and reduced lunch population. From 2008-09 to 2013-13, the free and reduced lunch sub-group never exceeded 10% of the total school population. In 2010, 5% of students in grade 4 took the CMA in ELA. Although this is above the 2% mark, the school-wide total tested was never close to 2% of students tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: ETS - STAR

Test: California Standards Test- ELA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	92	85	78	81
% Advanced	63	64	55	42	47
Number of students tested	93	107	123	109	114
Percent of total students tested	100	100	98	99	100
Number of students tested with alternative assessment	2	2	6	2	4
% of students tested with alternative assessment	2	2	5	2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	95	84	80	81	54
% Advanced	37	56	44	28	31
Number of students tested	19	25	25	32	13
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	97	87	72	83
% Advanced	72	67	58	40	47
Number of students tested	54	60	71	53	78
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2013-14 was the first year that Rossmoor Elementary went over 10% for the free and reduced lunch population. From 2008-09 to 2013-13, the free and reduced lunch sub-group never exceeded 10% of the total school population. In 2009 and 2011 4% and 5%, respectively, of students in grade 5 took the CMA in ELA. Although this is above the 2% mark, the school-wide total tested was never close to 2% of students tested.